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to the character of the leadership our students are destined to exercise.

### **CONTRIBUTION OF EDUCATION TO RELIGIOUS INTERESTS.**

(Prof. Earle E. Eubank.)

The conflict between a certain type of religion and science is one of long standing. Even in this day which we with some pride call "a scientific age" there are many established strongholds of the church in which any teaching of science that fails to coincide with medieval theology is regarded as of the devil, and science as a whole is regarded as his creation and tool. There are still those who believe that it is impossible to be highly educated and be religious, but happily the fear that education is a treacherous something which alienates the student from things religious is on the decline.

A part of this change is due to a change in the conception of religion itself. We are ceasing to speak of "religious interests" as in a category apart from other interests of life. The rigidly drawn line between things sacred and things secular is being erased.

Righteousness for most of us makes a demand for a basis of knowledge upon which an ethical decision can be rested. It is this basis of knowledge which education contributes to religious interests.

The aesthetic arts have contributed to religious exaltation a fervor in a marked degree. Worship is more specific when the soul finds an outlet in music. The soul is lifted up by the contemplation of noble religious edifices which architecture has made possible. Meditation and spiritual strength have been gained by the contemplation of the products of painting and sculpture in which religious themes have been crystallized; and in the drama religious experiences are relived and interpreted.

It is upon natural science that the anathemas of non-scientific religion have been most vigorously hurled. Yet, who can have as noble a conception of God as the natural scientist who by intimate knowledge of the various phases of the material universe perceives its Director to be orderly, law-abiding, omnipotent and infinite. Just as the scientist can tell

something of the nature and composition of the remote star by examination of its spectrum, so the great world of nature is to the scientist a sort of spectrum of God which in itself tells him more of His nature than can possibly be imagined by the uneducated, although impassioned religionist who must draw primarily upon his imagination. For a knowledge of natural science links up the God of Nature with the God of our religion, and reveals the fact that they are one.

What is history but a progressive revelation of God in the lives of men? On the one side it is very literally an account of God's dealings with mankind, and on the other it is the story of the evolution of the race. In this latter aspect "social progress" is made a vivid, working concept; and no concept can so vitalize our religion as this one of the progressive development of human-kind.

### **RELIGIOUS DIFFICULTIES OF COLLEGE STUDENTS AND HOW TO MEET THEM.**

(Prof. Wilson C. Wheeler.)

The religious difficulties in this part of our large country are somewhat different from those in New England. The young people do not seem so ripe or advanced in their approach to religious things.

Difficulties do not fall in the realm of so-called theological doctrines, like foreordination and predestination and free will; justification by faith and some specific theory of the atonement have been so completely displaced for a generation that young people do not have difficulties in these lines. The difficulties of today may naturally fall grouped in four classes.

1. There is a group of students who come from churches and towns where, for years, the manner of teaching has been of a primitive type, or carried on with some denominational bias.

The Sunday Schools usually reflect the spirit of the pulpit or denomination, and the children from the earliest years imbibe these ideas without knowing the theological basis for them.

I would speak in perfect frankness and great kindness. I have had Catholic pupils, French students from across the